APPENDIX A

PROFESSIONAL DEVELOPMENT GUIDELINES: EFFECTIVE PRACTICES
THIRD-YEAR EVALUATION GRANT
INTERVIEW INSTRUMENTS

EVALUATION INTERVIEWS-CONTACT INFORMATION

Name _____ Interviewed by _____ Date _____

School or agency _____ Phone _____

Address _____

Please highlight in advance *of the call what the individual's initial involvement with the Quality Professional Development Project was or whether it was their school district that was involved.*

When you conclude the interview*, note here if an in-depth, follow-up interview will be done:*
____ *yes* ____ *no* *If yes, next interview date and site:* _____

INTRODUCTION

Hello, This is (   ) with the (   ) Teacher Center. I'm calling as part of a follow-up evaluation for a grant project on professional development guidelines that was carried out in the state in 1996. We sent out a letter earlier to let you know we may be calling.
> *(If for some reason they did not receive the letter, give a brief explanation from the letter.)*

Since you were involved in the *(highlight and insert what their initial involvement was: Professional Development Sub-committee, Professional Development Guidelines writing committee, Training-of trainers held in November of 1996, video-tape interviews showing professional development projects in the state, etc.)*,
Or

Since your *(school district or agency, etc.)* has been involved in professional development activities using the Guidelines,

we would like to ask you some follow-up questions about how this project has or has not effected how you think about professional development and the choices you make. These questions should take about 15 minutes. Is this a good time for you, or would you prefer we set up a different time?

Alternate time for initial phone interview if necessary _____

INITIAL QUESTIONS FOR PHONE INTERVIEWS

1.   Did you have a copy of the Professional Development Guidelines: Effective Practices booklet prior to receiving one with our letter? _____ yes   _____ no

2.   Have you talked with others about the availability of the Professional Development Guidelines: Effective Practices booklet as a planning and evaluation tool or recommended its use to others? _____ yes   _____ no

1.   Have you watched the videotapes developed by the grant? _____ yes   _____ no

2.   Have you recommended that others watch the videos or use them in professional development training or planning? _____ yes   _____ no

3.   Were you aware of the training-of-trainers and availability of these individuals for consultation or training on professional development in all regions of the state? _____ yes   _____ no

        (If the individual answers yes to #5 ask questions 6-8, if not, skip ahead to question 9.)

4.   Do you know who the attendees of the training-of-trainers were for your region of the state?
        _____ yes   _____ no

5.   Have you contacted, or do you know of others who have contacted the trainers for information on the PD Guidelines? _____ yes   _____ no

6.   *(If they attended the training-of-trainers themselves)* Have you provided information on the PD Guidelines to anyone since the training? _____ yes   _____ no
        If so, please describe briefly.

7.   Has your involvement with this professional development project made you reflect more deeply about the importance of professional development or about the types of professional development that are most valuable? How would you rate this effect on a scale of 1-5 with 1 being not changed and 5 being changed significantly?

        Changed significantly   Not Changed
                        5   4   3   2   1
        If it has changed these things to any extent, please describe briefly.

(If the individual did not have the Guidelines before, or doesn't recall, ask questions 10-14 from the perspective: "Now that you have had a chance to look over the copy of the Guidelines we mailed to you, how do you feel this information may influence. . .")

8.   Has the availability of the PD Guidelines changed the way you choose the professional development opportunities in which you participate? How would you rate this effect on a scale of 1-5 with 1 being not changed and 5 being changed significantly?

        Changed significantly   Not Changed

| | 5 | 4 | 3 | 2 | 1 |

If it has changed these things to any extent, please describe briefly.

_____

_____

9.   Are you involved in planning, recommending, or delivering professional development to others?
_____ yes   _____ no

10.   *(If yes to #11)* Has the availability of the Guidelines changed the way you plan, recommend, or deliver professional development? How would you rate this effect on a scale of 1-5 with 1 being not changed and 5 being changed significantly?

Changed significantly   Not Changed

| | 5 | 4 | 3 | 2 | 1 |

If it has changed these things to any extent, please describe briefly.

_____

_____

11.   One of the things the PD Guidelines urges is goals-based planning clearly tied to teacher knowledge and behaviors and student achievement assessments. Do you feel that your experience with the Professional Development Guidelines: Effective Practices information has in any way influenced the goals you set for the improvement of education for students in your classroom or at your school? How would you rate this effect on a scale of 1-5 with 1 being not changed and 5 being changed significantly?

Changed significantly   Not Changed

| | 5 | 4 | 3 | 2 | 1 |

If it has changed these things to any extent, please describe briefly.

_____

_____

12.   Do you feel that experience with the Professional Development Guidelines: Effective Practices information has in any way influenced the attitude of the administration and staff of your school toward providing time and or funding to enable educational improvement through the professional development of teachers and administrators? How would you rate this effect on a scale of 1-5 with 1 being not changed and 5 being changed significantly?

Changed significantly   Not Changed

| | 5 | 4 | 3 | 2 | 1 |

If it has changed these things to any extent, please describe briefly.

_____

_____

If the individual has not indicated significant knowledge of or use of the Guidelines, end here with:

<u>CLOSING</u>
Those are all the questions we have for you, unless you have other comments on the PD Guidelines project that you would like to share.

_____

_____

Thank you for your time. We really appreciate the feedback. It will be helpful as we continue to work to improve the effectiveness of continuing professional development.

<u>or</u>
If the individual has provided responses that indicate the Guidelines are being used, continue and ask:

> Since it seems that you may have more information on the use and effect of the PD Guidelines, would you be available to do a more in-depth interview on how you *(or your district/agency)* have incorporated the Guidelines' recommendations? What time and site would be best for you? *(Note the time and site on the front page with their contact information.)*

Thank you for your time. We really appreciate the feedback and we will look forward to the additional information.

In the follow-up interview, in-depth questions will be asked, following the format of the eight Guidelines

PROFESSIONAL DEVELOPMENT GUIDELINES: EFFECTIVE PRACTICES
IN-DEPTH INTERVIEW QUESTIONS

INSTRUCTIONS TO THE INTERVIEWER

        The interviewer should specifically identify the professional development activity or project that is being evaluated when setting up the interview. Name it below with the contact information for reference during the interview. Some of the questions in this interview are general, serving the purpose of setting the overall context in which the professional development activity being evaluated took place. Whenever specific questions are asked, refer to the specific activity named so the interviewee answers in relation to the identified professional development activity.

IN-DEPTH INTERVIEWS-CONTACT INFORMATION

Activity _____ Interviewer _____ Date _____

Person(s) Interviewed _____

School, consortium, or agency _____ Phone _____

Address_____

Please note here whether the interviewee:
_____ planned or delivered this activity, or _____ participated in it.

        Whenever narrative answers are called for, please paraphrase the answer as briefly as possible for the final report (one or two sentences). Read the paraphrase back to the person being interviewed to make sure it accurately reflects the main ideas in their comments.

INTRODUCTION
(Make sure everyone involved in the interview is introduced and comfortable before you begin. Make sure each of the individuals being interviewed has a copy of the Professional Development Guidelines: Effective Practices available for reference.)

        Thank you for giving us this time in your busy schedules for this interview. As we told you when we first contacted you about the evaluation interviews, we will be asking questions about your familiarity with the Professional Development Guidelines: Effective Practices project and your experience with the use of these guidelines in professional development activities. The interview questions will model the use of the Professional Development Guidelines as an evaluation tool, following the layout of the Guidelines in the booklet.

EFFECTIVE PROFESSIONAL DEVELOPMENT RESPONDS TO IDENTIFIED VISION, MISSION, AND GOALS BY:

I.A.   PROMOTING HIGH STUDENT ACHIEVEMENT.

1.   What measurements of student achievement do you have available to you? Please list:

_____

2.   Are these measurements of student achievement generally used to plan what professional development activities should be offered to teachers in your district, or by you to decide what professional development opportunities to pursue?
_____ yes _____ no _____ sometimes

3.   Were these measurements of student achievement used to plan or choose *(name the specific professional development activity we are evaluating)*?
_____ yes _____ no   If so, what measures were used and in what way?

_____

_____
(Interviewer, please paraphrase in 1 or 2 sentences and read back to interviewee for accuracy)

4.   Has the availability of the information in the Professional Development Guidelines in any way influenced a more student-centered approach to what professional development opportunities are planned or chosen within your school community?

Changed significantly   Not changed
          5   4   3   2   1
If changed, in what way?

_____

_____
(Interviewer, please paraphrase in 1 or 2 sentences and read back to interviewee for accuracy)

I.B   ALIGNING STUDENT, EDUCATOR, AND SCHOOL VISION, MISSION, AND GOALS, WHILE BEING SENSITIVE TO INDIVIDUAL NEEDS.

5.   If you were a participant in the *(professional development activity named)*, did you choose it to assist personal goals you have specifically set for yourself as an educator?
_____ yes _____ no   If no, were there other reasons for your choice? Please state:

_____

6.   Was the *(professional development activity named)* chosen to address specific goals identified for your school, district, or agency?
_____ yes _____ no _____ not sure

I.C.   PROMOTING CUMULATIVE MOVEMENT TOWARD A LONG-TERM VISION FOR THE FUTURE.

7. Is your school involved in a formal educational improvement process?
_____ yes _____ no _____ don't know

If yes, describe briefly: _____ NCA _____SEIP
other _____

8. Do you or does your school (agency) have an identified vision for what education should look like in your school community five years from now?
personal: _____ yes _____ no   school (agency): _____ yes _____ no

9. Does your school (agency) have a written mission statement?
_____ yes _____ no _____ don't know

10. If your school (agency) has a mission statement, can you describe how the *(professional development activity named)* related to your mission?
_____

11. Do you or does your school (agency) have a long-range plan (more than one year) including the use of professional development as a means of improving education in your classroom or school?
personal: _____ yes _____ no   school (agency): _____ yes _____ no

12. Was the *(professional development activity named)* chosen because it addressed an identified education improvement goal?
_____ yes _____ no   If so, describe briefly.
_____

13. Does your school budget funds to support professional development activities that relate to identified school goals? (This could include funds to pay presenters, participant travel costs, substitute teachers, etc.)
_____ yes _____ no

14. Does your school allow release time for educators to participate in professional development activities that relate to identified school goals? _____ yes _____ no

15. Has the availability of the information in the PD Guidelines in any way influenced how professional development is used as part of the educational improvement process?

Changed significantly   Not changed
      5   4   3   2   1
If this has changed please describe briefly:
_____

_____

I.D.   **RECOGNIZING THE INTER-RELATED COMPLEXITY OF TEACHING AND LEARNING.**

16. Has the availability of the information in the Professional Development Guidelines in any way caused to you think differently about the purpose of providing professional development for educators as it relates to student learning in the classroom?

Changed significantly   Not changed
      5   4   3   2   1
If this has changed please describe briefly:

_____

_____

(Interviewer, please paraphrase in 1 or 2 sentences and read back to interviewee for accuracy)

17.   Has the availability of the information in the Professional Development Guidelines in any way caused to
you think differently about the purpose of providing professional development for educators as it relates to
the overall climate and effectiveness of your school?

Changed significantly   Not changed
     5   4   3   2   1
If this has changed please describe briefly:

_____

_____

(Interviewer, please paraphrase in 1 or 2 sentences and read back to interviewee for accuracy)

GUIDELINE II.

EFFECTIVE PROFESSIONAL DEVELOPMENT IS A SUSTAINED, CONTINUOUS PROCESS, WHICH FORMS A CYCLE BY:

    A.   **ASSESSING NEEDS IN LIGHT OF VISION, MISSION, AND GOALS,**

    B.   **UNDERTAKING PURPOSEFUL PLANNING,**

    C.   **PROVIDING LEARNING OPPORTUNITIES THAT ADDRESS KNOWLEDGE, SKILLS AND ATTITUDES,**

    D.   **PROVIDING TIME AND OPPORTUNITY TO APPLY WHAT HAS BEEN LEARNED,**

    E.   **PROVIDING FOLLOW-UP SUPPORT,**

    F.   **GATHERING ASSESSMENT DATA OF RESULTS THROUGH INSTRUMENTS ALIGNED WITH THE ORIGINAL PURPOSE OF THE PROGRAM, AND**

    G.   **USING ASSESSMENT DATA FOR EVALUATIVE FEEDBACK INTO THE PLANNING PROCESS.**

18.   Look at the cycle of effective professional development in Guideline II. Does your school (agency)
generally follow these steps when planning and delivering professional development activities?
_____ yes _____ no _____ don't know

19   Did it the *(professional development activity named)* follow <u>all</u> of the steps in this cycle?
_____ yes _____ no

20.   If the *(professional development activity named)* included some of the steps in this cycle, which were
included?
_____ A _____ B _____ C _____ D _____ E _____ F _____ G

GUIDELINE III.

EFFECTIVE PROFESSIONAL DEVELOPMENT IS A PROCESS WHICH PROMOTES PARTICIPATION BY:

III.A.   INVOLVING ALL PARTNERS IN THE PROCESS FROM THE BEGINNING.

21.   Did the *(professional development activity named)* <u>seek</u> input from those who would be effected during the planning stages?
_____ yes _____ no _____ don't know

III.B.   SEEKING, VALUING, AND USING PARTICIPANT INPUT.

22.   Did the *(professional development activity named)* <u>use</u> specific input from those involved?
_____ yes _____ no _____ don't know

III.C.   ESTABLISHING A REPRESENTATIVE STEERING COMMITTEE.

23.   Is there an organized process in your school (or agency) for deciding what professional development activities will be made available?
_____ yes _____ no _____ don't know

If yes, what groups are involved?
_____ teachers   _____administration   _____ students   _____ school board
_____ community   _____ higher ed.   _____ others _____

How often do they meet? _____ monthly _____ semester _____ yearly

III.D.   USING CLEAR, TWO-WAY COMMUNICATION.

24.   Does your school/district (or agency) have an established system for two-way communication with the groups named in the previous question?
_____ yes _____ no ____

GUIDELINE IV.

EFFECTIVE PROFESSIONAL DEVELOPMENT USES VALID RESEARCH AND PROVEN THEORY BY:

IV.A   IDENTIFYING AND INCORPORATING CURRENT RESEARCH AND THEORY RELEVANT TO THE TARGETED AREA.

25.   Did the planners make conscious use of research information relevant to the goal when developing this activity?
_____ yes _____ no _____ don't know

IV.B.   INCORPORATING CHALLENGING CONTENT STANDARDS.

26.   If the *(professional development activity named)* involved a content area, did it incorporate or take into consideration standards identified by the profession for that content area?
_____ yes _____ no _____ don't know

IV.C.   ENLISTING INSTRUCTORS WHO ARE KNOWLEDGEABLE OF THE RESEARCH AND THEORY IN THEIR AREA.

27. What means are commonly used by your school/district (or agency) to determine the qualifications of and choice of professional development instructors?

    _____ word of mouth recommendations

    _____ formal recommendations from universities or other experts in the field

    _____ review of resume information on education and experience

    _____ district develops its own local experts for the purpose of training others

    _____ other _____

IV.D   **ENSURING THAT RESOURCES AND CONSULTANTS ARE FROM CREDIBLE ORGANIZATIONS.**

28. What means are commonly used by your school/district (or agency) to determine the credibility of materials, resources, and consultants used for professional development?

    _____ word of mouth recommendations

    _____ professional research/referral services

    _____ review of bibliographical references and original sources of information

    _____ other _____

IV.E   **CLEARLY LINKING PRACTICE TO RESEARCH AND THEORY.**

29. Did the *(professional development activity named)* <u>both</u> teach about the research base for the new knowledge and show the participants how to translate that knowledge into use in their classroom or school?

    _____ yes _____ no _____ don't know

30. Did the *(professional development activity named)* give participants time to practice and apply the new knowledge or skills in actual classroom practice?

    _____ yes _____ no _____ don't know

GUIDELINE V.

EFFECTIVE PROFESSIONAL DEVELOPMENT IS LEARNER-CENTERED AND FOCUSES ON THE PARTICIPANT(S) BY:

V.A   **RECOGNIZING INDIVIDUAL GOALS.**

31. Does your school or district have a formalized means for educators to set and work on individual goals for improvement? (This could include coaching/mentoring programs, self-improvement seminars, job-alike study groups, local grant programs, etc. It may or may not be tied to formal employment evaluations.)

    _____ yes _____ no _____ don't know

If yes, describe briefly:

_____

_____

(Interviewer, please paraphrase in 1 or 2 sentences and read back to interviewee for accuracy)

32. Does your school/district make release time or funding available for educators to pursue personal improvement goals (those not specifically tied to school/district goals)?

    _____ yes _____ no _____ don't know

V.B.   **BEING RELEVANT TO THE NEEDS OF THE LEARNERS.**

33. Was the *(professional development activity named)* chosen on the basis of needs that the participants themselves had expressed or that data had indicated was necessary?

_____ yes _____ no _____ don't know

V.C.   ENCOURAGING AND EMPOWERING PERSONAL RESPONSIBILITY.

31. Does your school/district (or agency) provide incentives or opportunities for educators to engage in ongoing professional development, reflection, self-improvement, sharing new ideas with peers, incorporating new ideas into existing curriculum, etc? (This would be in addition to or regardless of the state reeducation requirements for certification renewal.)

_____ yes _____ no

If yes, describe briefly:

_____

_____

(Interviewer, please paraphrase in 1 or 2 sentences and read back to interviewee for accuracy)

V.D   CONSIDERING THE PHYSICAL AND EMOTIONAL NEEDS OF THE LEARNERS.

32. Did the *(professional development activity named)* consider the needs of adult learners to exercise some autonomy over their learning, to practice new skills in a non-critical environment, and to process and interact with their peers, etc.?

_____ yes _____ no

33. Was an effort made to create a learning environment that was comfortable and user-friendly?

_____ yes _____ no

V.E.   BEING RESPONSIVE TO CAREER STAGES.

34. Does your school/district (or agency) recognize the differing needs of educators at various career stages and make a variety of professional development opportunities available to accommodate those needs?

_____ yes _____ no

GUIDELINE VI.

EFFECTIVE PROFESSIONAL DEVELOPMENT DEMONSTRATES EFFECTIVE TEACHING STRATEGIES FOR TRANSFERENCE INTO THE CLASSROOM BY:

VI.A.   ADDRESSING A VARIETY OF LEARNING STYLES.

35. Did the *(professional development activity named)* use teaching strategies that were sensitive to a variety of learning styles?

_____ yes _____ no

VI.B.   PROVIDING FOR THE NEEDS OF ALL STUDENTS.

36. Did the *(professional development activity named)* model inclusive strategies?

_____ yes _____ no

VI.C.   USING A VARIETY OF ASSESSMENTS.

37. Did the *(professional development activity named)* use a variety of assessments?

_____ yes _____ no

VI.D   RESPONDING TO STUDENT FEEDBACK.

38.   Did the *(professional development activity named)* include an avenue for student feedback?
        _____ yes _____ no

VI.E.   MODELING PRACTICAL, APPROPRIATE TEACHING TECHNIQUES.

39.   Did the *(professional development activity named)* model appropriate teaching techniques or have participants engage in applications involving authentic classroom teaching situations?
        _____ yes _____ no

VI.F.   PROMOTING THE USE OF HUMAN AND MATERIAL RESOURCES TO BROADEN STUDENT LEARNING.

40.   Did the *(professional development activity named)* provide information on human and material resources available for participants to use as they implement their new knowledge or skills back in their schools?
        _____ yes _____ no

VI.G   USING AND ENCOURAGING THE APPLICATION OF THE MOST ADVANCED AND APPROPRIATE TECHNOLOGIES.

41.   Did the *(professional development activity named)* model the use of appropriate technologies or explain how these technologies could be implemented in the school setting?
        _____ yes _____ no

GUIDELINE VII.

EFFECTIVE PROFESSIONAL DEVELOPMENT INCORPORATES COACHING AND/OR MENTORING SUPPORT BY:

VII.A.   IDENTIFYING APPROPRIATE INDIVIDUALS TO BE TRAINED IN COACHING/MENTORING SKILLS.

42.   Was there a provision made for follow-up support through coaching or mentoring for the participants in the *(professional development activity named)*?
        _____ yes _____ no

VII.B   OUTLINING A SYSTEMATIC PLAN FOR REGULAR CONTACT AND TWO-WAY COMMUNICATION.

43.   Was there a formal plan for communication for follow-up support for participants in the *(professional development activity named)*?
        _____ yes _____ no

VII.C.   ENCOURAGING FORMAL AND INFORMAL INTERACTION AND SHARING AMONG PARTICIPANTS.

44.   Was time allowed during or after the *(professional development activity named)* for participants to interact as a cohort group?
        _____ yes _____ no

VII.D.   RECOGNIZING MENTORING/COACHING IS A POSITIVE GROWTH PROCESS APART FROM FORMAL EVALUATION.

45.   Does your school district (or agency) have a process for coaching or mentoring of educators seeking to develop new skills that is separate from the formal employee evaluation process?
         _____ yes _____ no

GUIDELINE VIII.

EFFECTIVE PROFESSIONAL DEVELOPMENT INCLUDES ASSESSMENT MECHANISMS FOR FEEDBACK BY:

VIII.A. DOCUMENTING THE PROCESS AND CONTENT.

46.   Was the process followed during the planning/delivery/and follow-up of the *(professional development activity named)* and the content delivered documented for future reflection and planning?
         _____ yes _____ no

VIII.B. INCLUDING AN EVALUATION OF STUDENT LEARNING.

47.   Did the *(professional development activity named)* include an assessment of its potential or actual impact on student learning? _____ yes _____ no

VIII.C. RECORDING CHANGES IN PARTICIPANT PRACTICES.

48.   Did the *(professional development activity named)* include a means of following up on and documenting changes in participant practices back in the school setting? _____ yes _____ no

VIII.D. USING EVALUATIONS, OF THE PROGRAM AND OF STUDENT LEARNING, FOR FUTURE PLANNING AND ONGOING IMPROVEMENT.

49.   Was any of the information from assessments or evaluations of the *(professional development activity named)* used to inform future planning or will they be used? _____ yes _____ no

VIII.E. SHARING EVALUATION RESULTS WITH ALL PARTNERS AND PARTICIPANTS.

50.   Was any of the information from assessments or evaluations of the *(professional development activity named)* reported back to the original planners or participants? _____ yes _____ no

VIII.F COMPARING RESULTS TO THE PREVIOUSLY SET GOALS.

51.   Were any documented effects of the *(professional development activity named)* used to assess whether the original goals of the activity were met? _____ yes _____ no

55.   (If the interviewee indicated in Guideline I that they had based this activity on student data or needs assessments:) Was there a plan for re-assessment of student achievement to compare to the original baseline? _____ yes _____ no

56.   Did the evaluations of the *(professional development activity named)* include feedback from the participants on the items in Guideline V? _____ yes _____ no

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CLOSING INTERVIEW QUESTIONS:

1.   How would you rate the Professional Development Guidelines: Effective Practices overall as a planning tool for professional development?

Very Useful   Not Useful
         5   4   3   2   1

2.   Has the availability of the Professional Development Guidelines changed the way you plan and deliver professional development opportunities, or the way you choose the professional development opportunities in which you participate?

Changed significantly   Not Changed
         5   4   3   2   1

If it has changed these things in any way, please describe briefly.

3.   How would you rate the Professional Development Guidelines overall as an assessment tool to help evaluate the effectiveness of professional development offerings?

Very Useful   Not Useful
         5   4   3   2   1

4.   Has the availability of the Professional Development Guidelines changed the way you choose goals for professional development or the way you determine whether you have reached those goals? If it has changed these things, please describe briefly.

Changed significantly   Not Changed
         5   4   3   2   1

5.   Do you feel the Professional Development Guidelines is a useful tool that you will use as part of the formal school improvement process?
_____ yes   _____ no

If yes, please provide comments on how it would be used within the school improvement process:

6.   Do you feel the Professional Development Guidelines would be an effective standard for deciding if professional development activities should be approved as continuing education credit for renewal of educational licensure in North Dakota? _____ yes   _____ no